

**THE EFFECTIVENESS OF STUDENT TEAMS ACHIEVEMENT DIVISION
(STAD) ON STUDENTS' READING ABILITY
AT THE 8TH GRADE OF SMP N 3 SURAKARTA**



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

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2018

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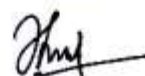
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Surakarta, February 26th 2018

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MOTTO

A mistake is only a mistake if you don't learn from it: If you learn from it, it's called experience.

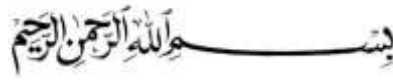
There can be miracle when you believe.

DEDICATION

This research paper is dedicated to:

- My beloved father, Kusairi, S.Pd, S.Kom.,
- My beloved mother, Siti Taslimah, S.Pd.,
- My beloved brother, Hasan Jiwandono, SE., and
- And all my friends who supported me all time.

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11. Everybody who has helped the researcher in this process that cannot be mentioned one by one.

The writer is aware that this research paper has not been perfect yet. The constructive criticism and suggestion are needed for improvement. The writer hopes that this research will give the benefit for everyone especially for the further researcher.

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Surakarta, February 26th 2018

The Writer,

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ABSTRACT

This study aims at describing the effectiveness of STAD on students' Reading ability of the Eight Grade students at SMP N 3 Surakarta and describing the application of STAD strategy in teaching reading ability. In this research, the writer decides to use a quasy-experimental design. The reason why the writer uses this type of method is because the setting does not allow the control and the manipulation of all relevant variables. The subject of the research is the English teachers and the eight grade students at SMP N 3 Surakarta. In the eight grade, there are nine classes. The researcher observes two classes of the eight grade students in SMP N 3 Surakarta and total students in the eight grade are 288 students. Informants who will be the source of data in this study are 8th grade English teachers and 8th grade students of SMP N 3 Surakarta. They were interviewed to obtain data related to the learning methods used by teachers and students in the learning process of reading. The result of this research is that there is influence of STAD to reading ability to the eight grade students of SMP N 3 Surakarta. It is proved by the calculation of mean score on Post- test that was 91 and Pre-test was 61. In percentage of the average achievement in reading ability, the Pre-test had 72,55 % and the Post-test had 77,6 %. So, we can say that there was 5,05 % difference. It can be concluded that the difference is statistically significant. The calculation of hypothesis test indicated $T_{count} > T_{table}$. Therefore, the null hypothesis, "there is a significant difference in achievement of students' reading comprehension between those taught using STAD strategy and students who are taught without using (STAD)".

STAD procedures in reading comprehension generally involve teacher presentation, team study, individual quizzes, determination of team scores, and team reward or recognition. From these results, it can be concluded that the application of STAD can improve students' reading ability compared to learning outcomes in the class that did not use STAD.

Keywords: STAD, reading ability, effectiveness

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan pengaruh STAD terhadap kemampuan Membaca Siswa Kelas Delapan di SMP N 3 Surakarta dan menggambarkan penerapan strategi STAD dalam mengajarkan kemampuan membaca. Dalam penelitian ini, penulis memutuskan untuk menggunakan desain eksperimen quasy- eksperimental. Alasan mengapa penulis menggunakan jenis metode ini karena settingnya tidak memungkinkan kontrol dan manipulasi semua variabel yang relevan. Subyek penelitian adalah guru bahasa Inggris dan siswa kelas delapan di SMP N 3 Surakarta. Di kelas delapan ada sembilan kelas. Peneliti mengamati dua kelas siswa kelas delapan di SMP N 3 Surakarta dan total siswa kelas VII adalah 288 siswa. Informan yang akan menjadi sumber data dalam penelitian ini adalah guru bahasa Inggris kelas 8 dan siswa kelas 8 SMP N 3 Surakarta. Mereka diwawancarai untuk mendapatkan data yang berkaitan dengan metode pembelajaran yang digunakan oleh guru dan siswa dalam proses pembelajaran membaca. Hasil penelitian ini adalah bahwa ada pengaruh STAD terhadap pemahaman bacaan terhadap siswa kelas delapan SMP N 3 Surakarta. Terbukti dengan perhitungan mean score pada Post-test adalah 91 dan Pre-test adalah 61. Dalam persentase pencapaian rata-rata dalam pemahaman bacaan, Pre-test memiliki 72,55% dan Post-test memiliki 77,6 %. Jadi, kita bisa mengatakan bahwa ada perbedaan 5,05%. Dapat disimpulkan bahwa perbedaannya secara statistik signifikan. Perhitungan uji hipotesis menunjukkan $T_{hitung} > T_{tabel}$. Oleh karena itu, hipotesis H_0 , " ada perbedaan yang signifikan dalam prestasi pemahaman bacaan siswa antara mereka yang diajarkan menggunakan strategi STAD dan siswa yang diajar tanpa menggunakan (STAD)".

Langkah-langkah STAD dalam pemahaman membaca melibatkan presentasi guru , tim belajar, dan tim tambahan. Dari hasil ini dapat disimpulkan bahwa penerapan STAD dapat meningkatkan kemampuan membaca siswa dibandingkan dengan hasil belajar pada kelas yang tidak menggunakan STAD.

Kata kunci: STAD, kemampuan membaca, keefektipan

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